**Assessment Commentary Directions:** Respond to the prompts below by typing your responses within the brackets following each prompt. Do not delete or alter the prompts.

Please submit the following documents separately:

1. *Blank copy of your assessment*
2. *Answer key(s) for your assessment*
3. *3 student work samples with your feedback included (can be submitted as a single file or 3 separate files). Be sure to label below, on, and above level learners.*
4. *Optional – your original excel sheet can also be uploaded separately. It needs to be copied and pasted for 1c directly within this commentary.*

1. Analyzing Student Learning

a. Identify the specific standards/objectives measured by the assessment you chose for analysis.

[CCSS.Math.Content.6.EE.3

Apply the properties of operations to generate equivalent expressions.

CCSS.Math.Content.6.EE.2b

Identify parts of an expression using mathematical terms(sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.

CCSS.Math.Content.6.EE.4

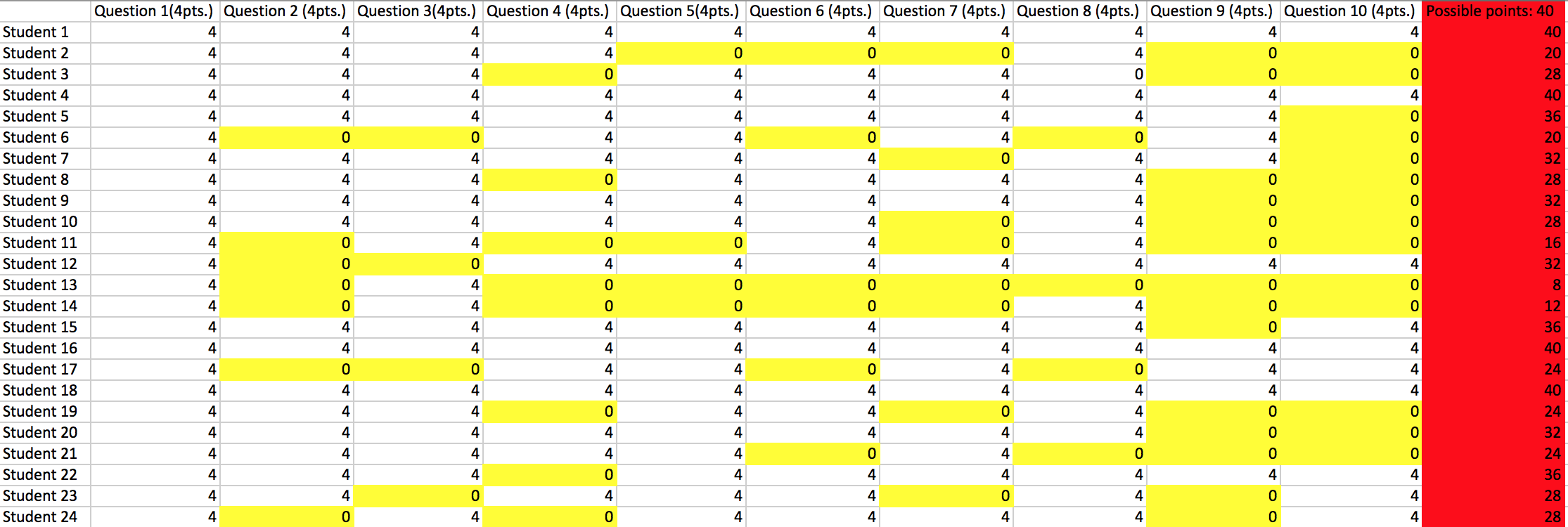
Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

The students’ objective in this lesson was:

* to be able to simplify expressions by combining like terms
* I can identify parts of an expression.
* I can combine like terms with and without algebra tiles.
* Should be able to use Algebra Tiles.
* Should be able to combine like terms using Algebra Tiles.
* Should be able to combine like terms without using Algebra Tiles.
* Should identify how to do a zero terms]

b. Provide the evaluation criteria you used to analyze student learning. *Part of this should be attached separately – this should be the answer key to your assessment. The other part of the evaluation criteria you can answer below – how do students need to perform in order to “master” the assessment (i.e., what grade should they earn).*

[ In order to master this, the students should not miss more than 2. The questions are four points each and there are ten questions so it is worth 40 points. So the master would be 32/40= 80%]

c. Provide a graphic (Excel chart) and narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.

[This chart shows the number of students (24). The boxes that are highlighted in yellow are the problems that were missed. The red column is the total column. 11 out of the 24 students passed the criteria. Since this number was so low, I had to reteach one part of the lesson that they didn’t get the next day. The only pattern in the answers was everyone got number one right. A lot of people missed 9 and 10.]

d. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to

* Conceptual Understanding- I gave the students examples on the board and they worked them out and put them on their white boards and held them up for me to check. They also worked problems out using the algebra tiles.
* Procedural Fluency- The students were able to identify the parts of the expression at the beginning of the period becasuse they learned that the previous day.
* Mathematical Reasoning or Problem Solving Skills- I gave the students a problem that had algebra tiles and an expression that was wrong and they had to figure out what was wrong with the problem. The students also had to make their own problem and let their partner work it out.

*Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).*

[ The students really understood how to combine the like terms (which is what our lesson was about) they just didn’t follow the operations right. For example, if the problem said -4 + 5x + 6, they thought the answer would be 5x + 10 when the real answer is 5x + 2 because they didn’t understand what the – sign in front of the 4 meant. That was the main error and the reason why students missed the problems.]

**2. Feedback to Guide Further Learning**

Refer to specific evidence of submitted feedback to support your explanations.

a. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning targets measured.

[When giving feedback to my students, I started with a strength for each one of them, and then if there was something I thought they needed to work on I addressed that after I stated their strength.

Student 1 was my high student. He received a 40/40 on this assignment. When I gave this child feedback, I told him that he did a good job and I told him I liked the way he underlined his like terms and watched his operations.

Student 19 is my on level learner. She received a 24/40. When I gave this child feedback, I told her I liked the way she underlined her like terms. But then I gave her instructional feedback and told her to watch her operations and to put her variable where they belong.

Student 13 is my low level learner. She received an 8/40. When I gave this child I told her I really like how neat her paper was and how she underlined her like terms. But I told her she really needed to watch her operations because that’s why she missed almost every problem. ]

b. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

[ The students will receive extra instruction on the ones that were missed. They will also be put in small groups to explain to each other how they got their answers. ]

**3. Using Assessment to Inform Instruction**

a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction

* for the whole class
* for the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

[ Whole class- 13 students did not master the worksheet. This will be a problem I address to the whole class. I will tell them how to look at the operation to determine whether or not is it negative or positive.

Individual- no one missed the first problem so that tells me that they understand how to do that kind of problem. ]

1. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[I will utilize Vygotsky’s ZPD (1976) and make sure each child will be able to successfully be able to function independently. I will use instructional strategies to scaffold such as: hints and prompts]